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associate English with a particular teacher or with his prescribed books in English. To carry that precision of speech that he is inclined to observe in the English classroom into other classrooms is not, so he is only too apt to think, a very necessary accomplishment. Nor, and let us say it boldly, is he always impressed by the teachers of other subjects that he should carry the burden elsewhere; he gets enough of that in the English work. So, perforce, much of this oral work falls back on the teacher of English. He must so broaden the pupil's mind, so teach him orderly arrangement of thought, and so impress him with the desirability of using his mother tongue correctly, that he will handle other topics without bungling. Something of this kind of work is accomplished in the book under consideration. To detail the steps would be overstepping our allotted space.

Were our space for review purposes as unlimited as our enthusiasm for this book we should write at length on the unique method, everywhere in evidence in the volume, of instilling into the pupil's mind the valuable art of self-criticism. We should also tell of the scheme devised to show inexperienced teachers how to correct themes in an intelligent manner. Chapters on other essentials in English composition are also adequately treated.

A final word, however, is necessary to explain the time required for the book. It is made for a one-book course in English. It covers the whole course of three or four years, but it ill suits the requirements for a two-year course. Those who favor the single-book course will find the book adequate; those who favor a two-book course must look elsewhere.

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*Handbook of Composition.* By EDWIN C. WOOLLEY. Boston: D. C. Heath & Co. Pp. xxi+239.

This little book deserves the utmost praise. We have submitted it to every test that such a book may undergo, and we have not found it wanting in any particular respect. Its scope is wide and diversified; its helpfulness is direct and positive. The author does not overstate its usefulness when he says in his preface, "This manual is designed for two uses. It may be used, first, by students of composition for reference, at the direction of the instructor, in case of error in themes; second, it may be used for independent references by persons who have writing of any kind to do, and who want occasional information on matters of good usage, grammar, spelling, punctuation, paragraphing, manuscript-arrangement, or letter-writing." An exhaustive index, a synopsis of the numbered rules, a wide glossary of misused words, and a list of words often mispronounced are only a few of the excellent features of this distinctive little book. Every teacher of English will find this the handiest book of its kind. We are sure that everyone who sees the book will wish to own it, and will praise it far more than we have done in this brief comment. We shall be surprised if both author and publisher are not gratified at the sale of the book.

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